

## **Evaluation Support: Program Evaluation Planning Worksheet**

This worksheet is intended to provide basic guidance to assist those persons interested in establishing and focusing a preliminary evaluation plan or process. While the worksheet has been designed to outline some of the essential elements of program evaluation, Evaluation Support can also provide consultation, technical assistance and support in designing and conducting evaluations.

## \*FOCUSING an EVALUATION \*

➤ What are you seeking to evalua	.te?
➤ How long has the progr	ram or project been in existence?
➤ What is the purpose of the eval	uation?
➤ What questions do you seek to	answer?
> What are your information	tion and data needs?
➤ Information needs to answer qu	uestion(s)? (what you want to know – how will you know it)
What do I want to know	Indicators
> What type of evaluation is need	ded? (based on purpose and information needed)
>Outcome >Process >Formative	➤Impact ➤Cost-effectiveness
> Who is the audience/ who will	use the evaluation?
> For what purpose?	



> What are your resource needs?	
> time	
<ul><li>➤ money</li><li>➤ staffing</li></ul>	
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* Conductin	og the Evaluation *
& Conductii	ng the Evaluation ❖
➤ What information sources do you anticipate u	using?
➤ Is information/ data readily available?	How much time is needed to collect it?
>Who will be involved from your office/ progra	am?
> Will other Agency offices be involved in eval	luation?
> Will other agencies (federal or state) be invol	ved in the evaluations?
➤Who will collect information/ data?	
☐ Someone from your office?	□ Other
☐ Outside source (contractor, other outs (if using an outside source, please see	•
> What data collection methods will be used?	
☐ Survey	☐ Interview
☐ Case study	Observation
☐ Document review	☐ Focus groups
☐ Tests	☐ Other
❖ Using the state of the st	ne Information 🌣
➤ How will data analysis be done by whom?	
> How will data be summarized/ interpreted	by whom?
➤ How will you communicate lessons learned?	
Tiow will you commismente ressons rearried.	

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